Integrating Behavioral and Academic RtI/PBIS

2012 State Superintendent's Conference on Special Education & Pupil Services Leadership Issues

11/14/2012

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Outcomes of Presentation

- Rationale
- Research
- Common Elements
- Benefits
- **Teaming Structures/Necessary Conversations**
- **Tools**

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Our mission is to ***support schools through the phases and sustainability of their RtI system implementation***.

The core reason that the Wisconsin RtI Center exists is to ***develop, coordinate and provide high-quality professional development and technical assistance***…
as well as to ***gather, analyze and disseminate RtI implementation data*** to enhance the support of schools' implementation.

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Principles for RtI in Wisconsin:

1. RtI is for ALL children and ALL educators.
2. RtI must support and provide value to effective practices.
3. Success for RtI lies within the classroom through collaboration.
4. RtI is a framework for academics and behavior together.
5. RtI supports and provides value to the use of multiple assessments to inform instructional practices.
6. RtI is something you do and not necessarily something you buy.
7. RtI emerges from and supports research and evidence based practice.

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Wisconsin RtI

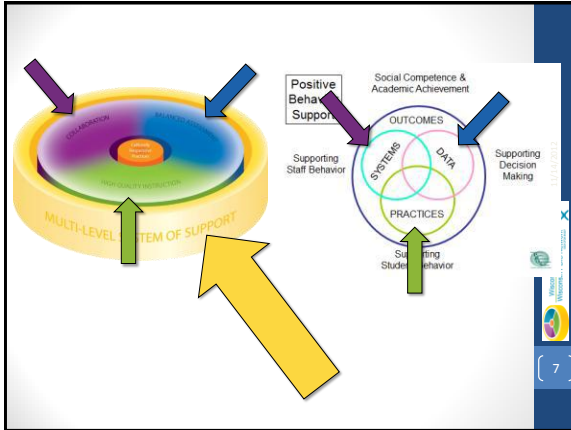*An organizational framework that guides implementation of a multi-level system of support to achieve academic and behavioral success for all*

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MULTI-LEVEL SYSTEM OF SUPPORT

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Response to Intervention

Is what? → An organizational framework that

Does what? → guides implementation of a multi-level system of support
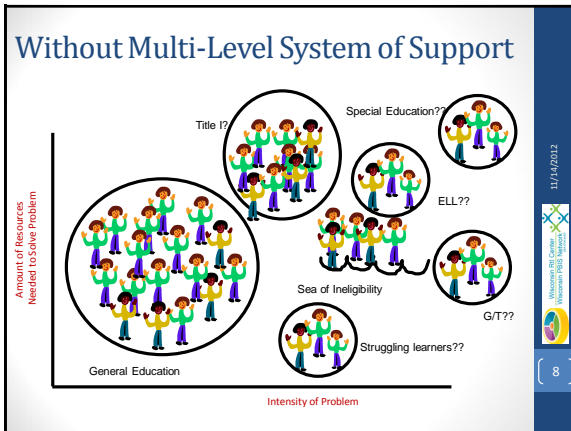
For what? → to achieve academic and behavioral success for all

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Without Multi-Level System of Support

Bridging the Gap

Separate Systems?

Academic Systems   **Behavioral Systems**

Tier 3/Tertiary/Intensive **1-5%** **1-5%** Tier 3/Targeted/Intensive
Few students   Few students

Tier 2/Secondary/Selected **5-15%** **5-15%** Tier 2/Secondary/Selected
Some students   Some students

Tier 1/Universal/Core **80-90%** **80-90%** Tier 1/Universal/Core
All students   All settings, all students

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Multi-Level System of Support

Systematically providing differing levels of intensity of supports based upon student responsiveness to instruction and intervention

Increasing Intensity

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MULTI-LEVEL SYSTEM OF SUPPORT

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Academic and Behavior

Tier 3/Intensive Level
1-5%

Tier 2/Selected Level
5-15%

Tier 1/Universal
80-90%

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MULTI-LEVEL SYSTEM OF SUPPORT

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A Student's Snapshot

Math (Acceleration)

Reading (Intervention)

PE   Language Arts

Strengths & Challenges

Hallway Behavior

Attendance   Science

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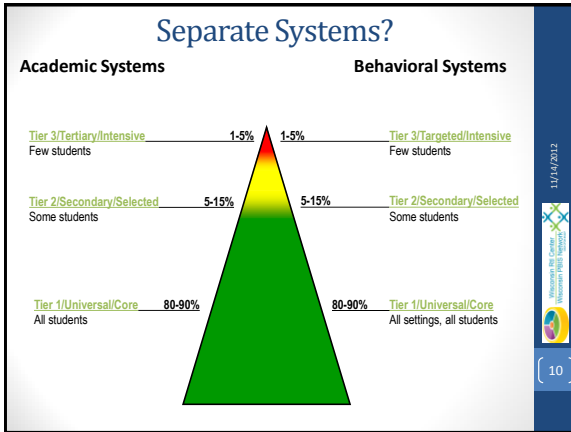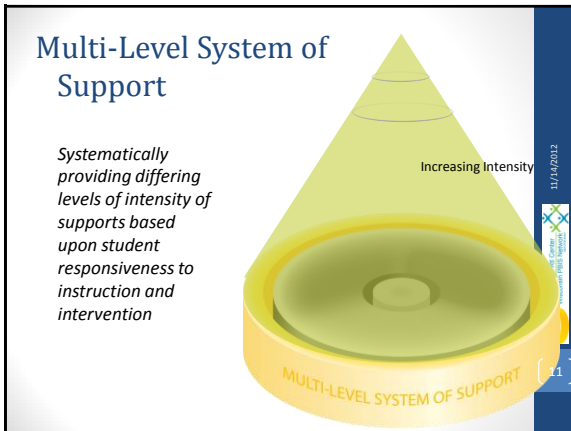
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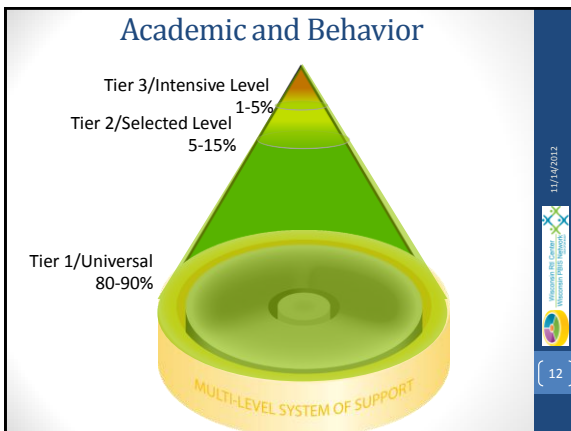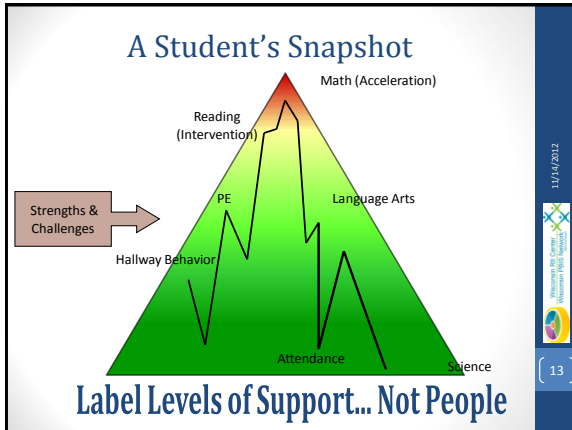
Label Levels of Support... Not People

Academics & Behavior: A Symbiotic Relationship

- High quality academic instruction by itself can reduce problem behavior (Filter & Horner, 2009; Preciado, Horner, Scott, & Baker, 2009; Sanford, 2006)

- Implementation of school-wide positive behavior support leads to increased academic engaged time and enhanced academic outcomes (Algozzine & Algozzine, 2007; Horner et al., 2009; Lassen, Steele, & Sailor, 2006)

- Improving the social behavior of students results in more minutes spent in academic instruction (Scott & Barrett, 2004)

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Academics & Behavior: Research

- Implementation of universal behavior supports in middle school led to significantly improved performance on state assessments in both math and reading (Lassen, Steele, and Sailor, 2006)

- Integrated academic and behavior RtI models produce larger gains in both outcomes than single models (Ialongo, Poduska, Werthamer, & Kellam, 2001; Lane & Menzies, 2003; McIntosh, Chard, Boland, & Horner, 2006; Stewart et al., 2007).

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Integrated System: Shared Outcomes

- Maximizing time for instruction
- Enhancing student-teacher relationships
- Fostering school connectedness
- Improving academic and social competency for all students

Walker & Shinn 2002

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Common Elements:
PBIS and academic RtI Systems

- Effective use of teaming
- Accessing universal data components
- Progress monitoring
- Utilizing effective interventions
- Relying on data decision rules
- Multi-level, prevention focused model based on universal, selected, and intensive prevention
- Common focus on
  - School and community contexts of implementation
  - Identification of shared approach to intervention
  - Creating a supportive environment where these elements can be embedded into routines of staff, school curriculum, and school policies.

Sugai (2009)

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Benefits of combined data sets

At the school level...
- Combined data sets can reveal system gaps

At the student level
- Combined data sets can help you better understand locus of concern

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Next Steps

- Start with Shared Vision and Goals
- Review shared features of RtI for academics and behavior with teachers
  - At universal AND
  - selected and intensive Levels
- Review student-level data and supports
  - Reiterate that all integrated support must be guided by multiple data sets
- Define multi-level system of support within your local context

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Start with the Data

- Who *are* the students attending our school?
- How well are the students in our school doing?
- How well are groups of students doing?
- How well are individuals students doing?

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Start with the Data

- What groups of students are we not taking a closer look at?
- What are we going to do to help those students who are underserved?
- How are we going to close these gaps?

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How to work smarter

- Use common team structures
- Identify function of the team, then determine membership
- Use common data sets
- Drill down data to drive implementation

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How to work smarter

- Start conversations about culture
  - Who are we serving?
  - Are we serving them well?
- Use common protocols for data-based decision-making
- Shared calendars for screening and collaborating

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How to work smarter

- Data boards with combined academic, behavior, and demographic data
- Common family communication structures
- Common professional development in processes, data-based decision making

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Slide 25

Wisconsin's Vision for RtI
Team vs. Function

| Universal Team | → | Selected Team | ↔ | Problem Solving Team | ← | Intensive Team |

Blending efforts through the identification of the teaming structure

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Multiple Levels of Support: Necessary Conversations

Universal	Selected	Problem Solving Team	Intensive
• Reviews school-wide & universal data trends • Develop, deliver, and refine curriculum, instruction and assessment • Plans school- & class-wide staff development and supports	• Determines overall intervention effectiveness • Uses implementation and problem-solving data • Drills down to specific groups • Determines student access to the universal setting	• Uses a problem-solving process to determine needs and interventions • Creates plans for one youth at a time • Engages parents in the implementation of the plan • Reviews the progress of each student • Represents highest level of staff expertise	• Determines overall intervention effectiveness for all individuals • Uses implementation data and problem-solving data • Drills down to specific individuals • Determines student access to the universal setting

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Universal Team (Tier 1)

Purpose of Team
• Reviews school-wide & universal data trends
• Develop, deliver, and refine curriculum, instruction and assessment
• Plans school- & class-wide professional development and supports

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Universal Team

Purpose of Team
- Reviews school-wide & universal data trends
- Develop, deliver, and refine curriculum, instruction and assessment
- Plans school- & class-wide staff development and supports

Questions
- What team currently does each of these functions for your school building?
- Who are the consistent members that review the trends?
- How is the data and trends shared with the whole staff?
- Does this team keep track of this data to answer the questions about student progress?
- Does this have to be a single team, multiple teams, or a combination of a team members?
- Is the structure planned at the building-level only or standard throughout the district?

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Selected Team
(Tier 2)

Purpose
- Determines overall intervention effectiveness for all groups
- Uses implementation data and problem solving process data
- Drills down to specific groups
- Determines student access to the universal setting

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Selected Team
(Tier 2)

Purpose
- Determines overall intervention effectiveness for all groups
- Uses implementation data and problem solving process data
- Drills down to specific groups
- Determines student access to the universal setting

Questions
- What team currently does this work for your school building?
- Who are the consistent members of this team?
- How is this data used?
- Does the data get drilled down?
- Does this team keep track of this data to answer the questions about student progress?
- Does this have to be a single team, multiple teams, or a combination of a team members?
- Is the structure planned at the building-level only or standard throughout the district?

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Problem Solving Team

Purpose
- Reviews *all* the data available about that student
- Uses a problem-solving process to determine needs and interventions
- Creates plans for one youth at a time
- Engages parents in the implementation of the plan
- Reviews the progress of each student
- Represents highest level of staff expertise

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Problem Solving Team

Purpose
- Reviews *all* the data available about that student
- Uses a problem-solving process to determine needs and intervention
- Creates plans for one youth at a time
- Engages parents in the implementation of the plan
- Reviews the progress of each student
- Represents highest level of staff expertise

Questions
- What team currently does this functions for your school building?
- Who are the consistent members of this team?
- Do the members reflect your staff expertise?
- Are individual plans reviewed for structural problems?
- How is the data and plan shared with staff?
- How is progress reviewed?
- Is this a consistent team, with consistent meeting times, using consistent protocols?

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Intensive Team
(Tier 3)

Purpose
- Determines overall intervention effectiveness for all individuals
- Uses implementation data and problem-solving data
- Drills down to specific individuals
- Determines student access to the universal setting

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Intensive Team

(Tier 3)

Questions
- What team currently does this function for your school building?
- Who are the consistent members of this team?
- How is this data used?
- Does the data get drilled down?
- Does this have to be a single team, multiple teams, or a combination of a team members?
- Is the structure planned at the building-level only or standard throughout the district?

Purpose
- Determines overall intervention effectiveness for all individuals
- Uses implementation data and problem-solving data
- Drills down to specific individuals
- Determines student access to the universal setting
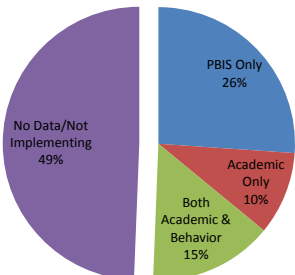
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Think *MARATHON*, not *SPRINT!*

1. Recognize that successful implementation is a multiple- year commitment.
2. Begin implementation with components already nearly in place, then continue with subsequent components.
3. Integrate professional development and collaboration as the primary means for capacity building and sustainability.

Mellard & Johnson (2008). *RTI: A practitioner's guide to implementing response to intervention.*

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Schools Implementing (self-assessing)

PBIS Only 26%

Academic Only 10%

Both Academic & Behavior 15%

No Data/Not Implementing 49%

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